



CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2004 AGENDA

SUBJECT

Immediate Intervention/Underperforming Schools Program (II/USP): School Assistance and Intervention Team (SAIT) Providers: Approve criteria for selection of SAIT Providers in 2004-05.

☒ Action

☒ Information

☐ Public Hearing

RECOMMENDATION

That the State Board approve the 2003-04 SAIT Provider criteria for the selection of SAIT Providers in 2004-05.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the July 10, 2003 State Board Meeting, the Board members approved the criteria for the selection of the 2003-04 SAIT Providers.

SUMMARY OF KEY ISSUES

Based on the criteria approved by the State Board in July 2003, CDE staff in collaboration with Board staff, developed and released a Request for Applications (RFA) to solicit SAIT Provider applications from County Offices of Education, Accredited Colleges and Universities and non-governmental educational organizations. The CDE received 49 applications. In October 2003, twenty-one county offices and 24 educational organizations were approved as SAIT Providers along with 198 Leads. All approved Leads attended one of two three-day trainings on the current SAIT process. (Training was provided in October 2003 in Northern California and in November 2003 in Southern California.)

The Department has received positive feedback on the current SAIT process, and is therefore requesting that the State Board re-approve the use of last year's SAIT Provider criteria for use in the 2004-05 application process. The previously approved criteria are as follows:

- a. Knowledge of State Board-adopted academic content standards and frameworks
- b. The teaching of standards-based reading, writing, language arts, and mathematics for students by grade span
- c. Knowledge and use of universal access materials and other strategies to help English Learners acquire full academic proficiency in English and meet grade-level standards in the context of state statutory requirements
- d. Knowledge and use of Student Testing and Reporting (STAR) assessments, as well as curriculum-embedded assessments, standardized, criterion-referenced, and other forms of assessment and their use to guide school planning

- e. Accelerated interventions for underperforming students and schools, including the State Board-adopted reading intervention programs
- f. Professional development that addresses standards-based instruction focused on State Board-adopted or aligned instructional materials that are in use at the school
- g. Ability to provide the intensive support necessary for the school to successfully implement recommendations made by the SAIT.

In addition, it was suggested that team members also have knowledge and skills in the following areas:

- h. Maximizing human and fiscal resources to accelerate the academic achievement of underperforming students
- i. Evaluation and research-based reform strategies
- j. Classroom management and discipline
- k. Effective school management and leadership for “turning around” underperforming schools
- l. Effective communication with parents, students, teachers, staff, and administrators in underperforming schools
- m. Oral and written communication skills.

In addition to the above criteria SAIT Providers had to provide the following assurances:

- At the K-8 level that the team have a high degree of knowledge and skill in the K-8 instructional programs in English/language arts and mathematics that are in use at any of the elementary or middle schools the SAIT reviews
- At the 9-12 level that the team have a high degree of knowledge in standards-aligned English/language arts and mathematics instructional materials, including State Board-adopted reading/language arts interventions, and
- At all grade levels a minimum of one team member must have school and/or district administrative experience in the grade span in which the team will be working.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the criteria will not have a fiscal impact.

ATTACHMENT

None